



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

November 5, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Approval of Criteria for No Child Left Behind Act, Title II, Part A(1) Improving Teacher Quality State Level Activities

The No Child Left Behind Act of 2001 authorizes use of a portion of the state's Title II funding for state activities to support initiatives that improve the quality of teachers and principals as defined within Title II, Part A(1) of the legislation.

The attached, "Criteria for Title II, Part A(1) Improving Teacher Quality State Level Activities," provides background information and the proposed criteria for selecting and funding these activities.

It is recommended that the State Board of Education approve the Criteria for the No Child Left Behind Act, Title II, Part A(1) Improving Teacher Quality State Level Activities as described in the Superintendent's memorandum dated November 5, 2003.

STATE BOARD OF EDUCATION

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MICHIGAN STATE BOARD OF EDUCATION

Criteria for Title II, Part A (1) – Improving Teacher Quality State Activities

The State Board of Education has adopted as its Strategic Goal, “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives and adopted policy recommendations in each area to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

BACKGROUND/PURPOSE OF GRANT

The No Child Left Behind Act (NCLB) of 2001 authorizes use of a portion of the state’s Title II funding for state activities to support activities to improve the quality of teachers and principals as defined within Title II, Part A(1) of the legislation.

TOTAL FUNDS AVAILABLE

This amount varies from year to year.

LEGISLATION

President Bush signed the Elementary and Secondary Education Act, No Child Left Behind Act of 2001, into law on January 8, 2002. The legislation focuses on improving student achievement for all students, especially children in the nation’s most disadvantaged schools and communities. Title II, Part A(1), authorizes 18 allowable state activities to ensure the improvement of teachers and principals working in America’s schools.

RATIONALE FOR CRITERIA/STATE BOARD OF EDUCATION PRIORITIES

The Improving Teacher Quality State Activities Program addresses the Strategic Initiatives of Ensuring Excellent Educators and Elevating Educational Leadership by ensuring that excellent teachers and principals are available to Michigan schools.

CRITERIA

☒ Defined in NCLB 2001 Legislation ☐ Defined in Department's Grant ☐ Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients, including priority consideration to grants that implement particular recommendations of the State Board's Ensuring Excellent Educators and Elevating Educational Leadership Task Forces and its Board-adopted policy recommendations, the Michigan Department of Education (MDE) must make these awards of the Title II, Part A(1) Improving Teacher Quality State Activities funds to support one or more of the following activities:

- (1) Reforming teacher and principal certification (including re-certification) or licensing requirements to ensure that —
 - (A)(i) teachers have the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach; and
 - (ii) principals have the instructional leadership skills to help teachers teach and students learn;
 - (B) teacher certification (including re-certification) or licensing requirements are aligned with challenging State academic content standards; and
 - (C) teachers have the subject matter knowledge and teaching skills, including technology literacy, and principals have the instructional leadership skills, necessary to help students meet challenging State student academic achievement standards.
- (2) Carrying out programs that provide support to teachers or principals, including support for teachers and principals new to their profession, such as programs that —
 - (A) provide teacher mentoring, team teaching, reduced class schedules, and intensive professional development; and
 - (B) use standards or assessments for guiding beginning teachers that are consistent with challenging State student academic achievement standards and with the requirements for professional development activities described in Section 9101 of NCLB 2001.
- (3) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers and principals, especially in the areas of mathematics and science, for highly qualified individuals with a baccalaureate or master's degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction who demonstrate the potential to become highly effective teachers or principals.
- (4) Developing and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only
 - (A) if the State educational agency is making progress toward meeting the annual measurable objectives described in Section 1119(a)(2) of NCLB 2001; and
 - (B) in a manner consistent with mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers and principals.
- (5) Reforming tenure systems, implementing teacher testing for subject matter knowledge, and implementing teacher testing for State certification or licensing, consistent with title II of the Higher Education Act of 1965.

- (6) Providing professional development for teachers and principals and, in cases in which a State educational agency determines support to be appropriate, supporting the participation of pupil services personnel in the same type of professional development activities as are made available to teachers and principals.
- (7) Developing systems to measure the effectiveness of specific professional development programs and strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach.
- (8) Fulfilling the State educational agency's responsibilities concerning proper and efficient administration of the programs carried out under this part, including provision of technical assistance to local educational agencies.
- (9) Funding projects to promote reciprocity of teacher and principal certification or licensing between or among States, except that no reciprocity agreement developed under this paragraph or developed using funds provided under this part may lead to the weakening of any State teaching certification or licensing requirement.
- (10) Developing or assisting local educational agencies in the development and use of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning.
- (11) Encouraging and supporting the training of teachers and administrators to effectively integrate technology into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement efforts, and accountability.
- (12) Developing, or assisting local educational agencies in developing, merit-based performance systems and strategies that provide differential and bonus pay for teachers in high-need academic subjects such as reading, mathematics, and science and teachers in high-poverty schools and districts.
- (13) Providing assistance to local educational agencies for the development and implementation of professional development programs for principals that enable the principals to be effective school leaders and prepare all students to meet challenging State academic content and student academic achievement standards, and the development and support of school leadership academies to help exceptionally talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- (14) Developing, or assisting local educational agencies in developing, teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- (15) Providing assistance to teachers to enable them to meet certification, licensing, or other requirements needed to become highly qualified by the end of the fourth year for which the State receives funds under this part (as amended by the No Child Left Behind Act of 2001).
- (16) Supporting activities that ensure that teachers are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement.
- (17) Funding projects and carrying out programs to encourage men to become elementary school teachers.

- (18) Establishing and operating a center that —
(A) serves as a statewide clearinghouse for the recruitment and placement of kindergarten, elementary school, and secondary school teachers; and
(B) establishes and carries out programs to improve teacher recruitment and retention within the State.

ELIGIBLE APPLICANTS

Eligible applicants are for-profit and nonprofit entities.

OFFICE ADMINISTERING GRANT

Office of Budgets, Contracts and Grants in collaboration with other program offices.

PROGRAM ADMINISTERING GRANT

Various program offices may propose or sponsor activities within the allowable guidelines.

PROGRAM CONTACT

Rick Floria, Director, Budgets, Contracts and Grants, 517-373-1967